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AUTHOR	Roth, Sharon
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ABSTRACT

In today's culture, students are bombarded with movies based upon literature. Instead of assuming that students will watch the movie rather than reading the book, this lesson plan takes advantage of this phenomena by asking students to compare and contrast books with their movie counterparts and write for variety of authentic purposes. During five 40-minute sessions, students will: be able to identify the characters, setting, plot, and climax in a book and in the movie based upon the book; be able to describe how the elements of the book and movie are alike and different; hypothesize why movie makers might have decided to alter characteristics in the book; and write for a specific purpose with an authentic audience. The instructional plan, lists of resources, student assessment/reflection activities, and a list of National Council of Teachers of English/International Reading Association (NCTE/IRA) Standards addressed in the lesson are included. A compare and contrast worksheet, a rubric template, and book and movie lists are attached. (PM)

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Get the Reel Scoop: Comparing Books to Movies

ED 481 418

Author

Sharon Roth
Urbana, Illinois

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Grade Band

3-5
6-8

Estimated Lesson Time

Five 40-minute sessions

Overview

In today's culture, students are bombarded with movies based upon literature. Instead of assuming that students will watch the movie rather than reading the book, let's take advantage of this phenomena by asking students to compare and contrast books with their movie counterparts. The process of comparing and contrasting teaches them to think critically about different forms of media presented to them. Students then take the ideas they have gathered through this process and select an authentic writing experience such as publishing movie reviews for the school newsletter.

From Theory to Practice

Moss, Joy F. (2002). *Literary Discussion in the Elementary School*. Urbana,IL: NCTE.

> "Talking about their own reading experiences...enables students to gain new perspectives, to make interesting dicoveries about the nature of the changes in the modern revisions, and to speculate about the reasons behind thees changes." (p.88)

Golden, John. (2001). *Reading in the Dark: Using Film as a Tool in the English Classroom*. Urbana, IL: NCTE.

> While *Reading in the Dark* is written for secondary teachers, the message Golden delivers is an important one for all K-12 teachers. Using films in the classroom has a value. "The skills they use to decode visual image are the same skills they use for a written text, and our goal,therefore,is to use that immediate interest...and make it work for us in the classroom." Golden's chapter "Film and Literary Analysis" can easily get all teachers to think about how they are using movies within the instructional setting. In addition, the chapter "Film and Reading Strategies" helps teachers think about strategies we commonly use to understand text and how they might be applied to viewing movies.

Student Objectives

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Students will

CS 512 101

- be able to identify the characters, setting, plot, and climax in a book and in the movie based upon the book.
- be able to describe how the elements of the book and movie are alike and different.
- hypothesize why movie makers might have decided to alter characteristics in the book.
- write for a specific purpose with an authentic audience.

Resources

- Compare and Contrast I
- Compare and Contrast II
- Comparison Rubric Template
- 6-8 Grade Book and Movie List
- 3-5 Grade Book and Movie List
- Daily Lesson Plan Web Site

Instructional Plan

Resources

- 3-5 Grade Book and Movie List
- 6-8 Grade Book and Movie List
- Compare and Contrast I
- Compare and Contrast II
- Copy of teacher-selected movie and text.
- Writer's notebook
- TV/VCR/DVD player
- Comparison Rubric Template

Preparation

1. Select a book to read aloud to the class, which has also been made into a movie. Possible titles have been included for the 3-5 grade level and the 6-8 grade level. If you wish to make these activities crosscurricular then cross check the title you have selected with the Web site "Teach with Movies."
2. Share the novel with the class.
3. The left side of the graphic organizer can be filled out as a class while the text is being shared.

Instruction

Session One

1. After the book has been completed, ask the students to think about a time when they have read a book and then seen a movie based upon that book. As they were watching the movie, what types of things were they thinking about? (Students will respond with ideas that suggest they were comparing the book to the movie and mentally noting how they were alike and different.)
2. Inform the students that since they have just finished the book, they are going to watch a movie based upon this book. During the movie they will be thinking about how well the movie honors the ideas presented in the book.
3. To prepare for this activity, complete the left hand side of Graphic Organizer I, which asks students to identify the elements of the book.

4. Decide whether students should complete the right hand side of the organizer identifying the elements as they are presented in the movie, while watching the movie or after. Students' ability to attend to multiple tasks should be a factor in making your decision.
5. Note—if the students have had limited experiences with identifying the elements then the process should be teacher led instead of asking students to do the task independently. The strategy you choose will vary by grades within this grade band.

Session Two

1. If you are confident that students can independently identify the elements, then students will be ready to complete the second activity. If you are unsure of the students' ability, elicit the elements through a whole class discussion. Add the details described into the graphic organizer as an overhead or on the board for students to copy. Regardless, all students should have a correctly completed graphic organizer before going on to compare and contrast in the second activity.
2. Students will complete Graphic Organizer II, which asks them to determine how different elements of the story are alike and different. Again, the level of students' mastery should determine the students' ability to complete this task independently, in small groups or in a teacher-led discussion.
3. As a closure activity, ask students to share why they think some of the elements may be different and whether it is important for movies to remain identical to the novels on which they are based.
4. Based upon their findings, students will have several activities to select from to complete this project. They may do so in small groups or individually.

   Option A: Students will write a book and/or movie review to be published in the school or Parent Teacher Organization's newsletter. The goal can be to inform or as a recommendation if it is published during a gift giving season.

   Option B: Students could write to the local school or public librarian requesting the movie which correlates to a book used in the collection be added to the library collection with supporting details explaining why.

   Option C: If the school has a media policy suggesting that movies cannot viewed in the classrooms or has limited list of titles allowed, the students could write to either request that action be reconsidered or write in support of that action.

How to write a review is prerequsite skill for this lesson. If students need further assistance with this skill the New York Times Web Site has a lesson to help.

Extensions

Make this an ongoing activity whereby students get together after school as part of a book club and read books made into movies. Students then watch the movies and write reviews of the movies. This can be presented as a Web page quite easily. An HTML format also allows the list of titles to continue to grow and provides a service to families who are considering renting or buying the movie. Often Web pages such as these can be found as links off of library homepages.

Web Resources

Daily Lesson Plan
http://www.nytimes.com/learning/teachers/lessons/19990219friday.html

The *New York Times* Web site provides a lesson in which students examine the style and techniques of the "Movie Guide" column found every Friday in the Weekend section of The New York Times. Using the reviews in "Movie Guide" as a model for writing, students can learn to develop their own.

Student Assessment/Reflections

1. Both Graphic organizers should be collected as evidence of student's understanding of story elements.

2. Teacher observation during discusson to determine whether students can think critically about why movies and books would not be identical.

3. Rubric for final writing assignment selected. Meet with students in small groups at a computer once they have selected the final writing activity of their choice. If no computer is available, delete text in template cells and print out as part of teacher preparation. During that discussion, talk with students about what might be included in a rubric on that particular writing piece. This online rubric template can be filled in as the group generates key elements and decides what they might look like as a 4,3,2,or 1.

NCTE/IRA Standards

3 - Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

5 - Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6 - Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

8 - Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

11 - Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12 - Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

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read·write·think

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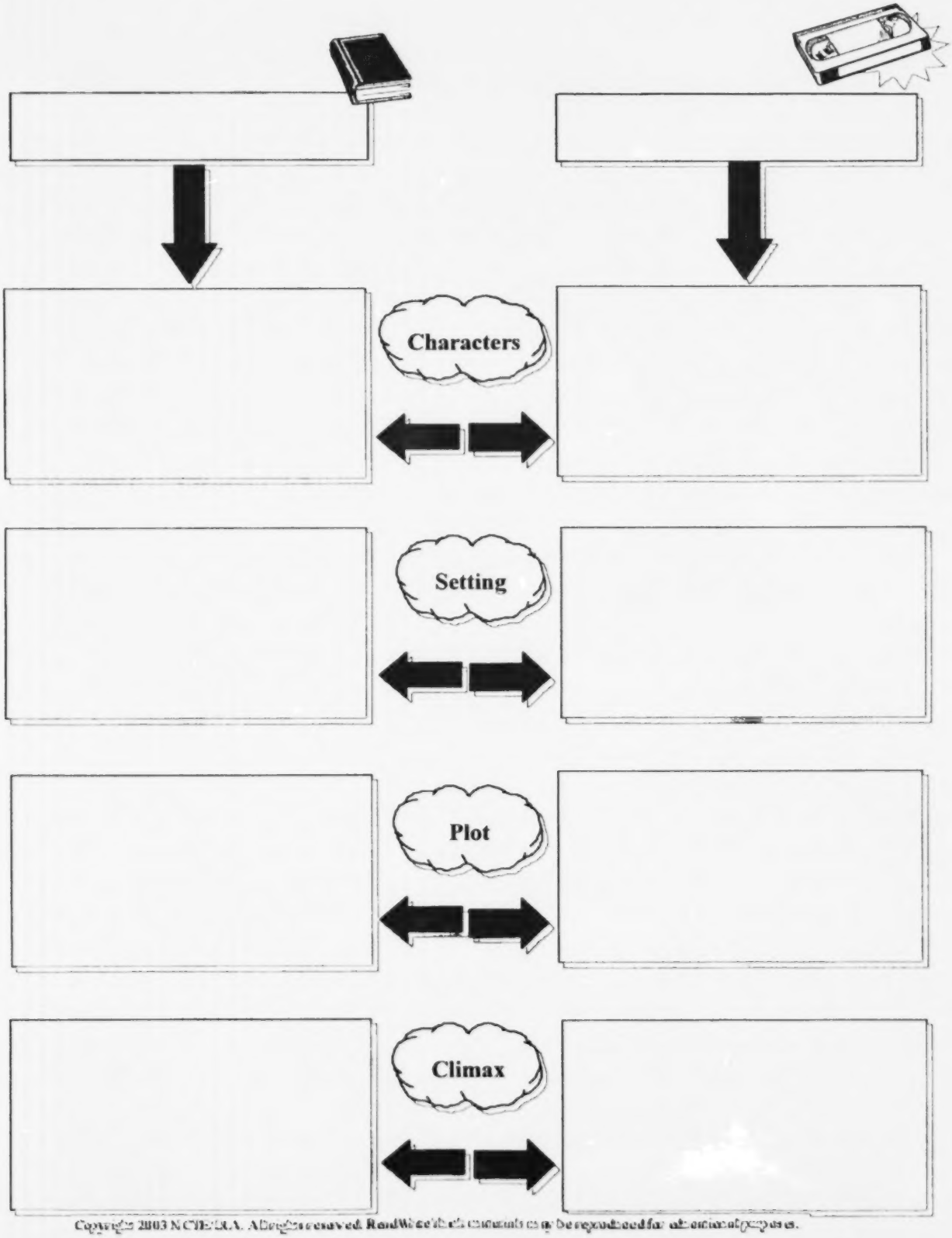
Compare and Contrast



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Compare and Contrast

How are they alike?

How are they different?

Characters

Setting

Plot

Climax

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Rubric Template

(Describe here the task or performance that this rubric is designed to evaluate.)

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a	Description of identifiable performance characteristics reflecting development	Description of identifiable performance characteristics	Description of identifiable performance characteristics reflecting	

	beginning level of performance.	and movement toward mastery of performance.	reflecting mastery of performance.	the highest level of performance.	
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	

Written by Your Name. Last updated mm/dd/yy.

Sixth Through Eighth Grade Book and Movie List
For
"Get the Reel Scoop: Comparing Books to Movies"

Freak the Mighty-Mighty
Harry Potter*
Island of the Blue Dolphins
Johnny Tremain*
Jumanji
Lord of the Rings
Rats of NIMH*
Roll of Thunder, Hear My Cry*
Secret Garden*
Tex
The Hobbit*
The Light in the Forest
The Outsiders
The Wind in the Willows
Treasure Island
Tuck Everlasting*

*Please note some titles cross over grade bands

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Third Through Fifth Grade Book and Movie List
For
"Get the Reel Scoop: Comparing Books to Movies"

Babe the Gallant Pig
Charlie and the Chocolate Factory
Charlotte's Web
Dr. Doolittle
Harriet the Spy
Harry Potter*
Johnny Tremain*
Little Women
Old Yellar
Rats of NIMH*
Roll of Thunder, Hear My Cry*
Sarah, Plain and Tall
Secret Garden*
Shiloh
Shiloh's Season
Stuart Little
Summer of the Monkeys
The Witches
Tuck Everlasting*
Where the Red Fern Grows

*Please note some titles appear on both grade bands.

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